Council for Exceptional Children

Figure 2.6 *Examples of Providing Closure and Feedback (MP #7)*

Practice	Kindergarten	5th grade
Big idea	Number pattern	Fraction
Review objective	Today we worked on finding how many different ways seven monkeys could swing on two trees at the same time. We found that there were many different number combinations that equal seven.	Before we finish, let's take a quick look back at what we did today. What was our main objective? (Students respond.) That's right, we worked on understanding the relationship of fractions with division, that a fraction such as three-fourths also means three divided by four (teacher writes ¾ = 3 ÷ 4).
Purpose	Being able to break a number, such as seven, apart into two groups and seeing how many different ways we can form groups that total seven is an important math skill, particularly with addition.	When you are able to recognize relationships among different number processes in this way, you will begin to understand math in a new and exciting way. This will really help you as you continue to learn and do more complex math now and in the future.
Feedback	Something I saw as you were working was how you began seeing patterns in your groups. If the first group had seven monkeys and the second group had zero monkeys, you realized that you could form another group that totaled seven by putting zero in the first group and seven in the second group.	One thing I saw as you all were working in your peer tutoring groups was that you got better and better at thinking whether there could be more than one fraction that a particular division expression might equal, for example, that 2 ÷ 4 could be 2/4, 1/2, or 4/8, and that a particular fraction could equal more than one division expression, for example, 1/2 equals 1 ÷ 2, 2 ÷ 4, or 4 ÷ 8.
Next lesson	Tomorrow, we will work with some more numbers and number combination patterns. (By looking at the patterns from several examples, the teacher can highlight the pattern structure.)	Tomorrow we will work on finding more examples of fractions and division expressions that are equivalent.

Note. MP = Common Core State Standards mathematical practices; see National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010.